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ABSTRACT

This report deals with dissemination efforts associated with the Ohio Elementary Teacher Education Model project located at the University of Toledo. A necessary prerequisite for development activities is an adequate expository base upon which a model can be built. A face-to-face confrontation is then needed between those who participated in this process and those interested in developing the model for their own situations. The dissemination activities fall into three groups: 1) Twelve non-Ohio universities and colleges were visited by staff members who explained the Ohio model and then discussed with decision makers the necessary efforts and anticipated problems in developing the model. Results of this dissemination varied, depending on the resources available to the individual institutions. 2) Dissemination of Ohio state-supported universities was an ongoing process with a 3-day conference in Toledo at the conclusion of the second phase of the project. Follow-up institutes were held to work on actual program development and the revision of re-sequencing of parts of the Ohio Model. 3) Dissemination efforts were also conducted with other agencies, including the Teacher Corps, and at regional meetings of the American Association of Colleges for Teacher Education. Additional dissemination is needed to bring the Model well into the development and implementation stages. (MBM)

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FINAL REPORT

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DISSEMINATION ACTIVITIES ASSOCIATED WITH PHASE II.

THE FEASIBILITY OF EDUCATIONAL SPECIFICATIONS FOR THE OHIO
COMPREHENSIVE ELEMENTARY TEACHER EDUCATION PROGRAM

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DISSEMINATION ACTIVITIES ASSOCIATED WITH PHASE II,
"THE FEASIBILITY OF EDUCATION SPECIFICATIONS FOR THE OHIO
COMPREHENSIVE TEACHER EDUCATION PROGRAM"
U.S.O.E. ELEMENTARY TEACHER EDUCATION MODELS

SPECIFIC ORIENTATION OF THIS REPORT

The content of this report deals exclusively with dissemination efforts associated with the Ohio Elementary Teacher Education Model project located at the University of Toledo. The dissemination effort was concurrent with, and immediately succeeding the conclusion of the Phase II project that dealt with the feasibility of implementing the specifications. The activities discussed in this report are those engaged in by University of Toledo personnel. The report will not deal with the feasibility study, that having already been reported in the final report of the second Phase. This report deals exclusively with efforts directed internally and externally to the State of Ohio for initiating development and implementation work of the Ohio Model.

RATIONALE FOR DISSEMINATION ACTIVITIES

The projects of the first two Phases dealing with the development and feasibility study of the specifications for elementary teacher education produced a large quantity of written information. However, this written information represented basically a "first cut" in development work. It is not likely that any of the models, as they were reported at the conclusion of the first two projects, would be viewed as complete and finished products. Therefore, dissemination of the models is not a matter analogous to selling

the latest model automobile as was to some extent implied by the AACTE film. That analogy appears completely inappropriate. Nor is the analogy of specifications for a teacher education model being comparable to those for the specifications of a house or other physical structure completely accurate. Specifications for a teacher education program, even after they have been subjected to a feasibility study, and expressed in terms of behavioral objectives are still more abstract, flexible, and conceptually complex, than for example the specifications for building a single family dwelling. Now, the question is, "How do we go about disseminating the information that we have in order that interested teacher education institutions can begin development activities?" To be sure, the final reports can be distributed along with other supplementary information that was developed, but at best this provides a background for development work. It is not analogous to requesting the plans of a house and then securing some contractor to reproduce the house from the given plans.

A necessary prerequisite for development type activities is an adequate expository base upon which a teacher education model can be based. Teacher education simply has not been based on a systematic research effort providing a base of empirical results. Therefore, a logical, a priori exposition is necessary on which to base the development work. The Ohio model is based on such an exposition, as reflected in the position papers of the first Phase. Out of these position papers came numerous concepts such as the idea of competency-based teacher education. So, initially anyone who is interested in using the Ohio model must become familiar with the base on which it is predicated.

Being familiar with an argument for a model does not enable an individual to use the process of developing the model in his own situation. This process must be illustrated and demonstrated cooperatively with the interested party. In order to do this demonstration it is not adequate to simply send documents and final reports explaining how things were done at the University of Toledo. This requires a face to face confrontation between the people who have participated in the process and those interested in initiating the process. It requires demonstration and discussion; the discussion related to adjustments necessary for the individual situation.

With these two requirements, that is, the base of expository information and the necessary demonstration and interface, the approach taken by University of Toledo personnel was that of disseminating necessary but not excessive information to institutions expressing an interest, and then following up the written information with a visit of one or more days at the interested institution. In some cases, a team of two or more University of Toledo staff visited, and in other cases a single staff member visited the institution. This was the approach taken with interested institutions located at a considerable geographic distance from the University of Toledo.

Because of the nature of the Ohio model that is, its involvement of all the state supported universities of Ohio, a somewhat different format was used with the dissemination efforts to the Ohio state supported universities. These universities are located relatively close to Toledo and their mutual interests provided the opportunity for dissemination conferences. These dissemination conferences were initiated with federal funds and were followed with institutes

supported with state funds. A special section of this report will deal with the dissemination efforts among the Ohio state supported universities.

NATIONWIDE DISSEMINATION

The following non-Ohio universities and colleges were visited by University of Toledo staff members, primarily during the Spring and Summer of 1970. These universities are as follows:

The University of Nevada at Las Vegas.

The University of the Pacific (Stockton, California).

Friends University (Wichita, Kansas).

University of Washington (Seattle, Washington).

University of Missouri at St. Louis.

Texas Southern at Houston.

Jackson State College.

Southwest Minnesota State College.

Flint College of the University of Michigan.

University of Northern Iowa.

University of South Florida.

Brigham Young University.

The general dissemination process at each University was basically the same.

The Toledo University staff members would give a brief explanation of the Ohio model, this explanation being an extension of what the individuals had already received in the printed materials. The the T.U. staff members would meet with

a relatively small number of the decision-makers in the respective College of Education, and would discuss with them the necessary efforts and the anticipated problems that would be involved in developing a portion or all of the Ohio model. The Ohio model lends itself very well to the identification of self-contained programs consisting of selected subsets of the specifications in the model. This characteristic proved very beneficial; the primary reason being that in this way the staff in an interested institution is not overwhelmed by the large number of specifications and the magnitude of a complete program for a given teacher population. Programs of lesser magnitude can be developed and can be incorporated or phased into existing teacher education programs. This is not to say that it was suggested that the institution put together a patchwork program consisting of present activities along with some new activities secured from the Ohio model. But it did take a realistic approach to phasing out an old program and implementing a new program by providing the necessary transition time. It is the interface between University of Toledo staff and staff of the interested institution the opportunity existed for detailed discussion concerning problems that would be encountered and procedures that would need to be followed. Through this interface, the staff of the interested institution had the direct benefit of the experience.

The payoffs of the nationwide dissemination with the twelve aforementioned universities and colleges varied somewhat from institution to institution. Some institutions found that they simply did not have the resources, either financial or personnel, to make a major thrust at developing a program based on the Ohio Model. Other institutions were able to seriously initiate the development and

subsequent implementation of portions of the Ohio model as it applied to their specific needs. In one case, the entire elementary teacher education program of a given college is being developed on the basis of the Ohio Model. Written contact was maintained with many of the colleges and universities and in fact is being maintained with two of the original twelve. Had funds been available, two additional activities would have been very beneficial to continue this nationwide dissemination effort: (1) additional work on a one-to-one basis between the institution and University of Toledo staff, and (2) a working conference of one week duration involving two or three members of each of the twelve institutions would have been very helpful for sharing ideas and finalizing programs. Without these final thrusts the institutions have found it very difficult to maintain their initial efforts and in that respect the fact that funding was limited did definitely limit the payoff received from nationwide dissemination.

DISSEMINATION WITH OHIO STATE SUPPORTED UNIVERSITIES

Dissemination during the Phase I and Phase II projects was to some extent an ongoing process with the Ohio state supported universities. Staff from other Ohio universities were to a limited extent involved in the projects, and periodic dissemination bulletins were distributed. At the conclusion of the Phase II project, a three day dissemination conference was held at Toledo. The Ohio universities sent representatives to this dissemination conference and most of the discussion centered around previous activities and future directions. This dissemination conference was necessary from the standpoint

of information transmission. It served that purpose well, however, it did not get into the matter of actual program development and implementation in individual institutions. The matter of program development and implementation was initiated through state supported institutes, one held during the summer of 1970 and a followup institute held during the Spring of 1971. The institutes received approximately \$32,000 state funding. The activities of the institutes centered around the actual identification and development of programs or parts of programs to be implemented in the state supported universities. Participation in the followup institutes involved two staff members of each university working on actual program development and putting the specifications into instructional modules and then combining the modules into programs. This activity involved the revision and re-sequencing of numerous specifications of the Ohio Model. The universities had the option of selecting the programs they wanted to develop and this again emphasized the flexible strength of the Ohio Model in that its specifications can be rearranged and organized into subsets for specific purpose programs. The dissemination process with the state universities of Ohio has reached the point at which actual development and implementation work is necessary. (It is no longer desirable to maintain throughout the state dissemination conferences, and limit activity exclusively to information transmission.) The title of the institute was "Orientation of Ohio Consortium Personnel to a Comprehensive Elementary Teacher Education Program." The institute was held at various locations throughout the State in order to reduce the number of participants in any given institute and also to make travel more convenient for the participants. The following two paragraphs,

taken from the proposal for the institute provide a brief description of the institute and a statement of its objectives.

This institute is designed to provide an intensive orientation for college and university teacher education personnel together with certain key public school administrators, in connection with implementing the specifications of the Ohio Model Elementary Teacher Education Program. A definite re-education of college and university personnel and the administrative public school personnel who will be teamed with them, is necessary prior to the implementation of any pre-service efforts in the new program.

The specific program for the institute will be developed from the specifications assigned to the administrative and college and university target populations as identified in the Ohio Model. The objectives are (1) to provide the college and university professors with the information necessary to identify their role in the preparation of elementary teachers utilizing the Ohio Model; (2) to provide participants with a basic knowledge of the structure and function of a multi-unit school organizational structure; and (3) to develop an understanding of the implications of this structure for elementary teacher education. The program for the public school administrators is designed to help them initiate the adjustment from their present operational role to that of the new cooperative role in a multi-unit school.

DISSEMINATION AT OTHER CONFERENCES

Dissemination efforts of various magnitudes were conducted with agencies that expressed an interest in the Ohio Model. The most extensive of these efforts was the consulting work with the Teacher Corps which grew out of the dissemination work of the model directors. This effort, which involved a special grant, included the production of some materials as well as participation as consultants in numerous conferences. There were actually six regional conferences, as well as the National Teacher Corps Conference, attended during the 1970-71 academic year. The activity of the model directors in the Teacher Corps is well known and described and will not be repeated here.

During the 1969-70 academic year the Toledo staff participated in the

various regional AACTE meetings. The activity of these conferences again consisted primarily of information transmission rather than actual program development. However, since the AACTE meetings basically had a national thrust, the dissemination of information was certainly a reasonable first step in the overall dissemination process toward development and implementation. University of Toledo staff were primarily concerned with the presentations and participation in discussion groups.

One other point might be mentioned and that is a presentation was given to the Ohio College Association, an organization involving several private liberal arts colleges. What effect such a presentation might have on the teacher training in these colleges is difficult to discern. The maximum effect that could be anticipated is that the people in these colleges receive some ideas on how to modify and update their own programs.

SUMMARY

In summarizing the various dissemination activities it is quite obvious that activities have a wide range of magnitude. Some activities are very localized, others are designed for a national impact. It seems that the stage of transmission of information is relatively complete. However, this is only an initial stage of a relatively long and extensive dissemination process before substantial portions of the model are implemented. Dissemination efforts that followed close on the heels of the Phase II project basically have brought the participating institutions to the realization that implementation will take a considerable commitment of funds, personnel and other resources. With the present financial conditions of most universities and

colleges it is not likely that they can internally cope with the funding burden even though they may have the personnel resources and the desires to update their teacher education programs. Dissemination in itself to be effective, must continue well into the development and implementation stages of any project. Additional dissemination is needed to bring the Ohio Model well into the development and implementation stages. It presently is on the threshold of being accepted and experimental components are being developed, however, for any kind of large scale impact, dissemination must be a continuing activity.